

ALLENDALE ELEMENTARY

4561 Allendale-Fairfax Hwy
Allendale, SC 29810

GRADES PK-5 Elementary School

ENROLLMENT 548 Students

PRINCIPAL Judith Franchini 803-584-3476

SUPERINTENDENT Paula L. Harris 803-584-4603

BOARD CHAIR Artheen Hoover 803-584-3366

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	8	41	42	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

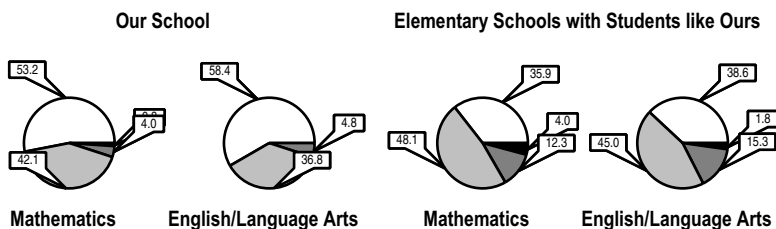
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	71	37
Percent satisfied with learning environment	55.8%	74.6%	69.7%
Percent satisfied with social and physical environment	50.0%	76.5%	74.2%
Percent satisfied with home-school relations	25.5%	78.3%	81.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	272	98.9	58.4	36.8	4.8	N/A	4.8	17.6
Gender								
Male	138	97.8	71.4	26.2	2.4	N/A	2.4	17.6
Female	134	100.0	45.2	47.6	7.3	N/A	7.3	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	263	98.9	59.5	36.0	4.5	N/A	4.5	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	205	99.0	49.2	44.4	6.4	N/A	6.4	17.6
Disabled	67	98.5	85.7	14.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	272	98.9	58.4	36.7	4.9	N/A	4.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	271	98.9	58.3	36.8	4.9	N/A	4.9	17.6
Socio-Economic Status								
Subsidized meals	252	98.8	60.3	35.9	3.8	N/A	3.8	17.6
Full-pay meals	20	100.0	31.3	50.0	18.8	N/A	18.8	17.6

Mathematics								
All students	272	100.0	53.2	42.1	4.0	0.8	4.8	15.5
Gender								
Male	138	100.0	62.5	35.2	2.3	N/A	2.3	15.5
Female	134	100.0	43.5	49.2	5.6	1.6	7.3	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	263	100.0	53.7	42.2	3.3	0.8	4.1	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	205	100.0	44.7	48.9	5.3	1.1	6.4	15.5
Disabled	67	100.0	78.1	21.9	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	272	100.0	52.4	42.7	4.1	0.8	4.9	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	271	100.0	52.8	42.4	4.0	0.8	4.8	15.5
Socio-Economic Status								
Subsidized meals	252	100.0	53.8	42.8	3.4	N/A	3.4	15.5
Full-pay meals	20	100.0	43.8	31.3	12.5	12.5	25.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	100	N/A	52.0	35.7	12.2	N/A	12.2
	Grade 4	92	N/A	53.8	41.8	4.4	N/A	4.4
	Grade 5	108	N/A	68.9	30.2	0.9	N/A	0.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	97.7	46.2	46.2	7.7	N/A	7.7
	Grade 4	102	100.0	55.7	39.2	5.2	N/A	5.2
	Grade 5	82	98.8	74.7	24.0	1.3	N/A	1.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	100	N/A	52.0	39.8	8.2	N/A	8.2
	Grade 4	92	N/A	59.3	30.8	8.8	1.1	9.9
	Grade 5	108	N/A	77.4	18.9	3.8	N/A	3.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	100.0	42.5	53.8	2.5	1.3	3.8
	Grade 4	102	100.0	53.6	40.2	5.2	1.0	6.2
	Grade 5	82	100.0	64.0	32.0	4.0	N/A	4.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 548)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.3%	Down from 9.1%	2.5%	2.4%
Attendance rate	96.4%	Up from 96.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.7%	Down from 7.4%	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.2%	Down from 6.9%	7.3%	8.0%
Older than usual for grade	1.8%	Down from 3.4%	2.9%	1.1%
Suspended or expelled	2.7%	Up from 0.3%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	37.8%	Up from 28.6%	46.7%	50.0%
Continuing contract teachers	60.0%	Up from 59.2%	77.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	66.5%	Down from 68.2%	79.6%	86.2%
Teacher attendance rate	95.0%	Down from 95.9%	95.1%	95.3%
Average teacher salary	\$33,347	Down 0.5%	\$38,063	\$39,909
Prof. development days/teacher	16.9 days	Up from 14.7 days	12.7 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	15.9 to 1	Down from 19.0 to 1	17.0 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 89.4%	88.8%	89.7%
Dollars spent per pupil*	\$6,643	Up 119.0%	\$6,847	\$5,892
Percent spent on teacher salaries*	57.5%	Up from 28.7%	63.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-03 school year has been one full of opportunities for our students and faculty at Allendale Elementary School. Our students, parents and faculty report a greater interest in reading and writing. The number of books checked out from the library rose dramatically. Our mantra, "READ, READ, READ," is becoming a household phrase. While our PACT scores are not yet where we want them to be, our teachers have spent considerable time and effort in learning the underlying theories and scientifically-based practices for the teaching of reading. Putting these ideas and practices into everyday teaching is our challenge for the coming year.

Our SC READS grant allowed teachers to participate in after school study groups where we read professional literature and discussed how to apply the theories in our classrooms. Our Teacher Specialists worked side by side with teachers to make their teaching more powerful. Teachers use Read Alouds three times a day, use writing in every subject and learned to expand student thinking by asking more difficult and complex questions.

Our students performed at PTO meetings, at Board of Trustee meetings and at community functions. Each quarter students from each grade level contributed their talents to a school-wide celebration of learning. For American Education Week students read throughout the lunch period while seated in rocking chairs on the cafeteria stage. The Tiger News Network honored students who had earned Accelerated Reader points, those who wrote interesting stories and students did several choral readings. On a Friday, in the spring, our students heard from three published authors. Then, on Saturday, our students returned to school to participate in an adult conference-like setting where they attended teacher and author-conducted sessions centering on student writing. After the conference luncheon each student left with two or three finished products of their own writing. We had nearly 120 students attend.

Our teachers participated in school-based decisions regarding curriculum, instruction and expenditures through our school committees. These decisions included use of teaching assistants, contributions to the Title I budget, School Renewal plan, input toward the purchase of language arts and math materials. Each teacher completed at least 60 hours of staff development above the five-day state requirement.

Our greatest challenge continues to be ensuring that our instructional program is built effectively on the state standards, retention and recruitment of highly qualified teachers and strengthening parental involvement in their child's education. Through our School Improvement Council, PTO, and strong faculty and staff we will conquer these challenges.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.